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# Convention on the Elimination of All Forms of Discrimination against Women

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**Committee on the Elimination of Discrimination against Women**
**Thirty-second session**
Item 5 of the provisional agenda*
10-28 January 2005
**Implementation of article 21 of the Convention on the Elimination of All Forms of Discrimination against Women**

## Report provided by specialized agencies of the United Nations on the implementation of the Convention in areas falling within the scope of their activities

### Note by the Secretary-General

**Addendum**

### United Nations Educational, Scientific and Cultural Organization

1. On behalf of the Committee, the secretariat invited the United Nations Educational, Scientific and Cultural Organization (UNESCO), on 30 September 2004, to submit to the Committee a report on information provided by States to UNESCO on the implementation of the Convention on the Elimination of All Forms of Discrimination against Women in areas falling within the scope of its activities, which would supplement the information contained in the reports of the States parties to the Convention that will be considered at the thirty-second session.

2. Other information sought by the Committee refers to activities, programmes and policy decisions undertaken by UNESCO to promote the implementation of the Convention.

3. The report annexed hereto has been submitted in compliance with the request of the Committee.

* CEDAW/C/2005/I/1.

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# Annex

## Report of the United Nations Educational, Scientific and Cultural Organization to the Committee on the Elimination of Discrimination against Women at its thirty-second session

## I. Introduction

1. The Committee on the Elimination of Discrimination against Women (CEDAW) will hold its thirty-second session from 10 to 28 January 2005 at United Nations Headquarters in New York. At that time, the Committee will consider the reports of the following countries: Algeria, Croatia, Gabon, Italy, the Lao People's Democratic Republic, Paraguay, Samoa and Turkey.

2. In accordance with article 22 of the Convention on the Elimination of All Forms of Discrimination against Women, specialized agencies are invited to submit reports on the implementation of the Convention in the areas falling within the scope of their activities, as well as provide information on any recent activities, programmes and policies (the United Nations Educational, Scientific and Cultural Organization (UNESCO) is specifically concerned with the promotion of the implementation of article 10). The UNESCO contribution to the implementation of the Convention within the scope of the mandate of the Organization is provided in section II of the report. Section III describes the measures taken by UNESCO to implement the Convention in the countries being considered.

## II. Contribution of the United Nations Educational, Scientific and Cultural Organization to the implementation of the Convention on the Elimination of All Forms of Discrimination against Women

### General

3. UNESCO has adopted a broad approach to mainstreaming gender in seeking to incorporate a gender perspective into its planning process. One of the most significant impacts of the development of a new gender mainstreaming policy is the establishment of the gender focal points network at UNESCO headquarters, field offices and national commissions.

4. In order to provide UNESCO staff with the means to implement the gender mainstreaming policy, all existing gender-responsive tools and resources produced by UNESCO were collected and made available on the UNESCO Gender Mainstreaming Resource Centre web site (www.unesco.org/women). In addition to the gender training workshop held in January 2004, the Section produced a Gender Mainstreaming Training CD-ROM that contains the full report of the training, as well as a selection of gender-mainstreaming tools produced by UNESCO and other United Nations programmes, agencies and independent institutions. The CD-ROM was sent to all participants and field offices with gender focal points. The second gender training session is tentatively scheduled for early 2005.

5. UNESCO contributed to the World AIDS Campaign for 2004 that will culminate in World AIDS Day in December 2004. The Campaign seeks to accelerate and sharpen the global response to HIV/AIDS by focusing on women and girls, especially through preventive education. A framework for the UNESCO contribution has been developed, identifying key messages and partnerships in consultation with field offices and specialists working on AIDS from a gender perspective. Three international events were organized around this theme in November and December 2004 at UNESCO headquarters.

6. UNESCO organized the International Colloquium on Women in Service of Peace in cooperation with the Suzanne Mubarak Women's International Peace Movement and Boutros Boutros-Ghali on 8 June 2004. The Colloquium highlighted the important role of women in peacemaking and the need to recognize women in the decision-making processes.

7. Various publications were produced in support of UNESCO women and gender equality related activities, among them the "United Nations Operational Guide on gender and HIV/AIDS: a Rights-Based Approach", and a "Handbook for Gender Focal Points in UNESCO National Commissions" providing advice, information and coaching. These initiatives and many other ad hoc actions taken to backstop gender focal points in the field offices and those working at headquarters gave new dynamism and greater coherence to the work of UNESCO relating to gender equality.

**Millennium Development Goals**

8. UNESCO contributes to the achievement of each of the Millennium Development Goals through its fields of competence — education, the sciences, culture, communication and information — with a special focus on the urgent needs of disadvantaged and excluded groups or geographic regions, countries or groups of countries. The Section for Women and Gender Equality focuses on Goal 3: promote gender equality and women's empowerment. The target of this goal is essentially education-related ("Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015"). The UNESCO contribution to the attainment of this goal is therefore part of its larger role as coordinator and secretariat of the Education for All initiative.

9. In addition, UNESCO is mandated under the Beijing Platform for Action (para. 87), to contribute to the evaluation of the progress achieved in education and literacy programmes, to strengthen national capacities for that purpose, to conduct an international campaign promoting the rights of women and girls to education, and to concentrate resources on basic education for women and girls. One way of implementing the right to education is through literacy programmes targeting principally girls and women. Emphasis is also placed on education that helps to meet the challenges of poverty and exclusion by promoting life skills and access to the world of work, in particular through technical and vocational education, microcredit schemes, and using non-formal and distance education. One example of many such approaches is the Guidance, Counselling and Youth Development for Africa (Malawi Centre), which focuses on the needs of girls and women. Women's participation at all levels is encouraged, whether in teaching and research programmes, in access to the press and audio-visual media (and their image therein), in community development programmes, or in public life (through cooperation with

parliamentarians). The "MDGENDERNET" site has been a useful tool to provide access to resources and to share tools for addressing gender equality in all of the Millennium Development Goals.

**Mainstreaming gender in the combat against HIV/AIDS**

10. HIV/AIDS has moved to the centre of attention of UNESCO, which commits itself to tackling the problem from a sociocultural perspective. This implies recognizing and combating the problems related to gender inequality, which lie at the heart of and facilitate the spread of the disease. The UNESCO HIV/AIDS work — caring for the infected and affected, preventing the spread of the epidemic and protecting the most vulnerable — is inextricably linked to gender equality issues, and the responses to the epidemic must therefore be systematically built on a thorough understanding of the gender relations that prevail in the countries that the organization serves. Education in its broadest sense, both formal and non-formal, whether geared towards the acquisition of life skills or formal knowledge, has a major role to play in changing attitudes and behaviours that sustain vulnerability to the disease and put girls, young and adult women at risk of infection. Education systems and development programmes with an educational objective must acknowledge this responsibility and act accordingly. UNESCO's gender-sensitive response to HIV/AIDS includes the following activities: (a) getting education systems to be gender-responsive: seeking system-wide responses through Education for All national action plans; (b) promoting human rights-based and culturally appropriate approaches; (c) using training and non-formal education as key entry points to address HIV/AIDS issues; (d) developing empowering educational prevention strategies and material for adult and lifelong learning; (e) developing and promoting better use of information and communication technologies, the media, drama and public entertainment and awareness campaigns (radio and TV) to spread socially targeted, gender-sensitive and effective messages about HIV/AIDS.

**Women and education**

11. Girls' education in sub-Saharan Africa received a major boost as a result of a policy consultation (Nairobi, 22 to 25 June 2004), organized in cooperation with the World Bank, the United Nations Children's Fund, the Commonwealth Secretariat, the African Development Bank and the Forum for African Women Educationalists, which brought together some 150 participants from 27 countries. The meeting resulted in increased political commitment and partnerships for scaling up effectively an identified set of good practices in girls' education throughout the region. The importance of literacy for development and increased commitment to its inclusion in Education for All plans has been enhanced through the UNESCO leadership role in the United Nations Literacy Decade.

12. UNESCO has contributed to achieving the Education for All goals and the Millennium Development Goals concerning universal primary education, and eliminating gender disparity by 2005 and achieving gender equality in education by 2015 through its support to Member States' efforts to develop policies expanding equitable access and improving quality in primary education and early childhood care and education and girls' education in view of the right to education. The three-pronged strategy aims at global consolidation and sharing of knowledge on primary education and girls' education; technical support to selected Member States in reform and policy development; and advocacy and networking with partners.

Information systematically collected about UNESCO activities concerning primary education and girls' education and gender equality (2000-2004) is being analysed to identify important lessons and good practices to feed into policy-making. National efforts to expand and improve primary education systems, and to develop legislation to further ensure the right to education, especially primary education, have been supported through technical and financial inputs, for example, technical assistance to Kenya for developing a coherent legal framework and for modernizing national legislation, and to Nigeria within the framework of new legislation in the field of basic education. The Joint Programme for the Promotion of Basic Education for All Malagasy Children has completed a mid-term evaluation of the Programme's impact on Education for All goals. The model will be replicated in other countries. An International Conference on Bilingual Education, which was held in N'Djamena in June 2004, gathered high-level officials from a wide number of countries and from multilateral and bilateral organizations to launch the UNESCO-supported programme in Chad and the Niger.

13. Ensuring gender equality in Education for All. Increased awareness of the importance of gender equality and girls' education resulted from the consolidation of knowledge, networking and advocacy and policy advice. UNESCO is collecting and synthesizing its global experiences and good practices in the area of girls' education and gender equality in order to draw policy lessons. A collaborative programme on "Gender-responsive education for all in Asia and the Pacific" has been designed and a similar programme is planned for Africa in order to draw comparative lessons for policy-making. UNESCO, an active partner in the revitalized United Nations Girls' Education Initiative, participated in the organization of a Policy Consultation on Scaling up Best Practices in Girls' education in Africa, which will be followed by a ministerial consultation as part of the forty-seventh International Conference on Education.

14. The elimination of gender gaps in science and technology education in secondary education was promoted through a series of activities directed towards girls in difficult circumstances, including a science career guidance and counselling training module "Girls into science careers". The Nordic funded capacity-building prog: nme in gender-inclusive scientific and technological literacy promoted the inclusion, within Education For All national action plans, of gender-sensitive and socioculturally relevant science and technology (Argentina, Burkina Faso, Egypt and Nepal) while a project on technology-related training for marginalized girls, promoted the empowerment of poor and out-of-school girls in selected communities in Cambodia, Indonesia and Nepal by helping them to acquire appropriate technological knowledge and skills.

15. The groundwork for research-based recommendations and guidelines on gender-responsive learning environments was laid by the UNESCO Institute for Education. In cooperation with headquarters, the Institute started a research initiative that includes nine countries in Africa, the Arab States and Asia to strengthen literacy and non-formal education policies in Education for All national plans by ensuring a gender equality perspective through respective policy guidelines. The initial phase included the development of a research framework to review national Education for All plans and other education plans, the selection of countries and the constitution of country teams.

16. Six Member States are being assisted in reviewing and updating their national policies and curricula in science and technology education (Bolivia, Cambodia, Ghana, Mali, Romania and Viet Nam). Efforts to train and empower teachers to better adapt national programmes to local needs through the preparation and dissemination of educational materials is ongoing. A Science Careers Guidance and Counselling Module to counter gender stereotypes with regard to science studies and careers in southern Africa, a UNESCO/United Nations Environment Programme Youth Exchange Toolkit (guidebook and web site) for capacity-building on sustainable consumption in youth organizations, schools, local authorities and consumer organizations, and a teaching tool on genetically modified organisms, started in collaboration with the Natural Sciences Sector and targeted to secondary school teachers and students, are among the educational materials developed. Extensive exchange of information and experiences among the science and technology education community was encouraged by the publication and dissemination of Connecting in six languages, totalling 25,000 copies.

17. The report of the eighth UNESCO/non-governmental organization (NGO) Collective Consultation on Higher Education provides information on NGO action in the field of higher education and attests to the commitment of NGOs to contributing further to the reform of higher education. A study on brain drain in French-speaking African countries was printed as a contribution to the ongoing worldwide reflection on this vital issue. Data was collected for a global data bank of women experts in UNESCO fields of competence.

**Women and science**

18. Within the framework of actions on science for peace and as an outcome of the World Science Day for Peace and Development, Israeli and Palestinian scientists agreed on two important projects: the Science Centre to be established at Al-Quds University, Jerusalem and the Israeli-Palestinian Science Organization, a joint foundation for the support of joint projects. Within this context, an international study on Science, Technology and Gender, was launched. This technical study will be an inter-agency effort involving many United Nations and other concerned agencies.

**Women and social and human sciences**

19. Regarding the strengthening of capacities and establishment of mechanisms in Member States to promote the advancement of women, a meeting was successfully organized, "In support of Palestinian women" (Tunis, February 2004), to identify strategic needs as well as elements for a plan of action. The principal outcome of the meeting was a request to establish a specialized, independent resource centre and observatory which would, inter alia, collect and house research and documentation produced on the status and condition of Palestinian women, analyse and disseminate information to policy makers and relevant partners and facilitate training, networking and empowerment for women's organizations.

20. The following advocacy and capacity-building measures to promote human rights of women were carried out: in order to network with women's organizations, universities, human rights organizations and activists and to discuss possibilities for cooperation, UNESCO participated in a number of meetings and conferences including the forty-seventh Commission on the Status of Women, the Conference on

Understanding Gender Inequalities, the World Human Rights Forum and a conference on the Middle East and South-East Asia: Strategic changes and continuities after Iraq.

21. Concerning the development of participatory processes involving women, children and young people for the purpose of upgrading urban environment, the annual organization of the workshop of the sites of young urban planners in Geneva was finalized with the International Society of City and Regional Planners and the architectural competition for the UNESCO Prize was launched. Cooperative activities were launched with two research networks on the processes and mechanisms of decision-making in urban policy and the participation of inhabitants: the initial phase of fieldwork for the "Districts of the World" (an Environmental Development Action in the Third World) (ENDA) project began. A methodological and enhancement follow-up group was set up. In addition, the Urban Development Research Programme presented its first results during the international symposium "Governing the Cities of the South, Challenges for Research and Action", organized by UNESCO.

**Women and culture**

22. As a follow-up to the recommendations of the International Conference on "The Role of Women in Intercultural Dialogue in Central Asia", held in Tajikistan in 2003, a Central Asian Women's Cultural Web Site has been set up at the UNESCO Almaty Office in collaboration with the Kazakh National University and relevant local NGOs. Recommendations for the promotion of cooperation between the Arab world and Japanese culture in the course of an international symposium on "Cultural Diversity and Globalization — The Arab-Japanese Experience: a Cross-Regional Dialogue" formed the basis of the development of future action under the Arabia Plan.

23. In accordance with the recommendations of the Executive Board and the scientific research goals for 2004, greater attention was given to contemporary forms of slavery. Under the cross-cutting project to combat exploitative migration, a series of studies on trafficking in women and children in Africa was initiated in six pilot countries (Benin, Lesotho, Mozambique, Nigeria, South Africa and Togo). In addition, an inter-agency research network piloted by UNESCO regarding the sociocultural aspects of trafficking in persons was launched in partnership with the United Nations Office on Drugs and Crime, the United Nations Children's Fund, the International Labour Organization (ILO) and the International Maritime Organization (IMO).

**Women and communication**

24. In the priority area of the New Partnership for Africa's Development relating to the development of information and communication technologies and education, UNESCO contributed to the formulation of a major project to expand the African Virtual University through a $7.5 million grant by the African Development Bank. The purpose of the project is to increase the number of countries participating in the University, to introduce interactive distance training services, to strengthen the African capacity for developing tertiary courseware, and to develop a quality assurance policy and methodology. The three-year project has the following key components: the establishment of learning centres and connectivity provision in the

University's partner institutions, especially in Djibouti, Ethiopia, Madagascar, Uganda, the United Republic of Tanzania, Zambia and Zimbabwe; teacher training and development; and mainstreaming gender issues into the University's operations. The project will help to enhance capacities of training institutions and teachers in information and information and communications technologies literacy.

25. Regarding partnerships in areas related to women and gender equality, the Sector collaborated closely with a number of international, regional, and national NGOs, professional bodies, training and research institutions, as well as civil society groups whose activities and concerns lie in the domains of the Programme. A number of actions undertaken by UNESCO in communication and information contribute to strengthening participation in decision-making about development programmes by different segments of society, particularly women and youth, which is considered essential for attaining the Millennium Development Goals.

**Projects relating to cross-cutting themes**

26. "Technology-related vocational training for marginalized girls: schools and learning centres as community catalysts for poverty reduction" project continued to work towards empowering poor and out-of-school girls in Cambodia, Indonesia and Nepal by helping them to acquire appropriate technology-related knowledge and skills, which would open the door to more job opportunities. The second phase of the project aims at further building the capacity of the local partners, to expand the pilot training activities launched last biennium and replicate the model at other sites.

27. Within the framework of the above-mentioned project, in Indonesia, a national workshop was organized in February 2004 to review the results of the pilot training activities for poor, out-of-school girls implemented at the three participating technical and vocational schools. The most interesting experience highlighted was the successful school-NGO collaboration, which proved to be effective in reaching out to the excluded groups, and in adapting the existing programme to the needs of the specific groups. Following the workshop and consultation process, the directorate for Technical and Vocational Education of the Ministry of Education set up a gender task force. Two additional vocational schools will join the project and a new training cycle will soon start in two schools. Overall, the school/community-level activities are well linked with the Government's overall policy to reach out to those excluded, and the sense of ownership in the local partners is being fostered.

28. For the same project, in Cambodia, the follow-up to the activities of the last biennium is under way. Those girls who participated in the previous phase of the project have now formed self-help groups and they contribute to disseminating the improved agricultural techniques in their communities. The vocational skills to be taught are further diversified with more stress being put on "appropriate technology".

29. Finally in Nepal, a steering committee composed of government representatives, NGOs and community learning centres has been set up to monitor the overall project. A new needs assessment has been conducted and additional project sites have been identified.

30. The "Breaking the poverty cycle of women: empowering adolescent girls to become agents of social transformation in South Asia" project. Disadvantaged adolescent girls are the main beneficiaries of this project. During phase I in 2002-

2003, an interdisciplinary and rights-based framework for empowering marginalized adolescent girls was developed in four countries of South Asia. With a preventive, participatory, policy-oriented approach, the project succeeded in mobilizing family and community members in each project site, and, thereby secured their participation in the development of the local programme structure and delivery mechanisms, creating supportive environments for adolescent girls' empowerment.

31. "Urban poverty alleviation among young and female migrants in China, the Lao People's Democratic Republic, Cambodia and Mongolia" project, aiming at providing young and female migrants with life and basic skills to help them fight against poverty, started to implement its three main objectives for 2004-2005: (a) to pursue the support to integrative activities concerning migrant women themselves; (b) to enlarge the networking activities through training of organizations; and (c) to produce research outputs for policy makers using the materials of each pilot site's activities. In January 2004, a Chinese national workshop held on the project in Dalian resulted in a debate between the partners from the pilot sites and policy makers on main policy recommendations regarding urban poverty alleviation among young migrants. By June 2004, all the partnerships concerning seven pilot sites (Chifeng, Beijing, Dalian, Shanghai, Chengdu, Diqing and Kunming) have been concluded. Within the framework of the follow-up to the artistic exhibition "Together with Migrants" held in November 2003, a movie was produced in order to introduce the exhibition and the project and a bilingual (Chinese/English) book was published showcasing the project, the artists' involvement, as well as research papers produced by the partners in the pilot sites.

32. The "Combating exploitative migration of women and children in Africa" project has initiated two regional studies on factors favouring human trafficking in six pilot countries (Benin, Nigeria and Togo in Western Africa; Lesotho, Mozambique and South Africa in Southern Africa). Interdisciplinary regional teams, coordinated by the Women's Consortium of Nigeria and the Centre for Human Rights — Pretoria University, analyse how poverty, combined with political, legal and sociocultural factors, lead women and children into this modern-day slavery. In parallel, the project has commissioned the Institute of Social Studies, The Hague University, to collect some 15 best practices in fighting exploitative migration in Africa to serve as the basis for the design of awareness-raising campaigns. Consultations were carried out with the main international organizations working in the field of trafficking (ILO, IOM, UNICEF and the United Nations Office on Drugs and Crime) to define each agency's added value and modalities for cooperation. An inter-agency research network on trafficking was initiated on the occasion of a meeting on improving data and research on trafficking, held in Rome, on 27 and 28 May 2004. Finally, an internal workshop was organized to explore ways to mainstream poverty eradication as well as future priorities (cultural approach to HIV/AIDS, gender equality and human rights and migrants' rights).

33. "Handicraft as a socio-economic and cultural development factor" project. For disadvantaged social groups, especially women and youth, handicraft has the double potential of raising living standards and preserving cultural heritage. Drawing on the results of the last biennium's work, this project started to expand regionally: the activities scheduled in Meso-America, the Caribbean, Africa and Asia-Pacific targeted disfavoured social groups, especially women and youth. In this connection, a training workshop for youth was held in Phulang Village (Viet Nam). The training programme in Kingston was scheduled to begin in September and a project

document is being prepared by the Regional Office for Culture in Latin America in Havana on the programme in Meso-America and the Caribbean for submission to extrabudgetary funding sources.

34. Preparatory work is under way for the establishment of HIV/AIDS information centres for youth in Bulgaria, Mozambique and the United Republic of Tanzania. The centres are designed to improve access to information on HIV/AIDS and raise awareness among the youth in those countries, particularly young girls, rural and disadvantaged young people, about the potential risks, as well as efficient methods of preventing the disease. Planned activities include seminars and training sessions in information and communication technology skills; producing information packages; creating content, and "youth-friendly" web sites in local languages; and broad dissemination of collected "best" practices in the subject area, as measures to develop new attitudes in youth to combat HIV/AIDS.

**Fellowships Programme**

35. UNESCO continued its initiatives under the Fellowships Programme, the primary goal of which is the sharing of information, knowledge and experience among countries, thereby enabling Member States to upgrade skills and enhance national capacities in the areas of UNESCO programme priorities. During the period under review, a total of 39 fellowships (Africa: 8, Arab States: 6, Asia and the Pacific: 12, Europe: 3, and Latin America and the Caribbean: 10) were awarded to beneficiaries, duly endorsed by their respective national commissions. The gender distribution of the fellowships awarded was 64 per cent to women and 36 per cent to men. The total value of the 39 fellowships under both the regular programme and extrabudgetary projects is estimated at $1,228,327, of which 81 per cent were in support of the natural sciences. Capacity-building was enhanced in biological sciences and biotechnologies and in technologies related to sustainable development and the sound management of the environment, with special attention to water resources and their ecosystems. The UNESCO/L'Oréal Co-Sponsored Fellowships for Young Women in Life Sciences, the UNESCO/Keizo Obuchi Research Fellowships Programme funded by Japan, the UNESCO/Israel — MASHAV Co-Sponsored Fellowships Programme, and the UNESCO/Czech Republic Co-Sponsored Programme contributed to strengthening the capacities in these priority areas. The remaining 19 per cent of awards were in support of the following major programmes: 8 per cent for social and human sciences, 5 per cent for communication and information, 3 per cent for education and 3 per cent for culture.

36. A new UNESCO Fellowships Programme web page was launched where all relevant information concerning fellowship updates and opportunities can be obtained (http://www.unesco.org/fellowships). A Directory of UNESCO Fellows awarded during the biennium 2002-2003 has been finalized and disseminated to all national commissions and permanent delegations. Three new projects have been designed, negotiated and finalized during the period under review: UNESCO/Italy Co-Sponsored Fellowships, awarding 14 fellowships to Iraqi women, starting in 2004, to study in Italy and get university diplomas; UNESCO/Suzanne Mubarak/Japan-Egypt Friendship Fellowships for the Empowerment of Women Researchers in Peace and Gender Studies, funded by Japan. This last project grants 10 fellowships per year to women from developing countries. Finally, UNESCO/Cuba Co-Sponsored Fellowships, will start in 2005 and award 16

fellowships for graduate studies in Cuba to UNESCO Member States in the Africa region.

**Other**

37. UNESCO partnership with the World Food Programme (WFP): on 19 July 2004, UNESCO and WFP held a policy discussion on Food for education in the context of Education for All at UNESCO headquarters, with the participation of the Executive Director of WFP. The meeting facilitated a better understanding of the important role of food-assisted education programmes in achieving education for all, particularly in the poorest countries. These programmes include school feeding, but also support to the education of girls and other disadvantaged groups. A particular focus of the meeting was on HIV/AIDS and the key role of education in addressing the pandemic. As a result of the meeting, UNESCO and WFP agreed to strengthen their cooperation in the following areas: education of girls; HIV/AIDS education; literacy and non-formal education, particularly for women; and the Decade on Education for Sustainable Development.

38. As part of the follow-up to the eighth Conference of Ministers of Education of African Member States, three subregional conferences, including those of the Economic Community of West African States and the Portuguese-speaking Countries in Africa, decided to develop and implement specific projects to encourage cooperation between countries and subregional integration. For instance, subregional projects have been identified and prepared in the following fields: (a) teacher training, in particular through distance education; (b) combating HIV/AIDS in the education sector; (c) support for girls' education; (d) support for science and technology education; (e) citizenship education; (f) training in educational planning and management; and (g) production of teaching materials.

# III. Measures taken by the United Nations Educational, Scientific and Cultural Organization to implement the provisions of the Convention on the Elimination of All Forms of Discrimination against Women in the countries being considered at the thirty-second session from 10 to 28 January 2005 (Algeria, Croatia, Gabon, Italy, Lao People's Democratic Republic, Paraguay, Samoa, Turkey)

## Algeria

**Basic statistics — population and education**

| | *Population (in thousands)* | | |
|---|---|---|---|
| *Year* | *Total* | *Male* | *Female* |
| 2000 | 30 291 | 15 346 | 14 945 |

| Year | Gross enrolment ratio (percentage) at primary level | | | Net enrolment ratio (percentage) at primary level | | |
|---|---|---|---|---|---|---|
| | Total | Male | Female | Total | Male | Female |
| 2001/02 | 108 | 112 | 104 | 95 | 96 | 94 |

| Year | Gross enrolment ratio (percentage) at secondary level | | | Net enrolment ratio (percentage) at secondary level | | |
|---|---|---|---|---|---|---|
| | Total | Male | Female | Total | Male | Female |
| 2001/02 | 72 | 69 | 74 | 62[a] | 60[a] | 64[a] |

| Year | Gross enrolment ratio (percentage) at tertiary level | | |
|---|---|---|---|
| | Total | Male | Female |
| 1998/99 | 15[a] | NI | NI |

*Source*: www.uis.unesco.org (http://stats.uis.unesco.org/eng/ReportFolders/Rfview/explorerp.asp).

[a] UNESCO Institute for Statistics estimation.

Within the framework of the work plan for the current biennium, specifically action 2 (Research agenda and action), activity 1 (Role of culture and social institutions), the Sector for Social and Human Sciences is preparing a number of studies on the interface between family laws in the Middle East and North Africa and the global women's rights agenda. The studies examine the extent to which the family laws converge with or diverge from international human rights and women's rights instruments, in particular the Convention on the Elimination of All Forms of Discrimination against Women. These studies also highlight remaining gaps in those family laws that have seen wide-ranging amendments (e.g., Tunisia) or reform (e.g., Morocco), such as the continuing problem of mixed marriages (that is, inadequate rights of the non-Muslim spouse) and of unequal inheritance. One paper, written by an external consultant, examines family laws in Algeria, Egypt, Morocco and Tunisia. Two other papers, written by interns under the direction of the GED chief, examine the family laws in the Islamic Republic of Iran and in the Arab countries of the Levant. The reform of family laws and the removal of reservations to the Convention are key objectives of women's rights advocates in countries such as Algeria and Lebanon.

## Croatia

### Basic statistics — population and education

| Year | Population (in thousands) | | |
|---|---|---|---|
| | Total | Male | Female |
| 2000 | 4 654 | 2 253 | 2 401 |

| Year | Gross enrolment ratio (percentage) at primary level | | | Net enrolment ratio (percentage) at primary level | | |
|---|---|---|---|---|---|---|
| | Total | Male | Female | Total | Male | Female |
| 2001/02 | 96 | 96 | 95 | 88 | 89 | 88 |

| Year | Gross enrolment ratio (percentage) at secondary level | | | Net enrolment ratio (percentage) at secondary level | | |
|---|---|---|---|---|---|---|
| | Total | Male | Female | Total | Male | Female |
| 2001/02 | 88 | 88 | 89 | 86 | 85 | 87 |

| Year | Gross enrolment ratio (percentage) at tertiary level | | |
|---|---|---|---|
| | Total | Male | Female |
| 2001/02 | 36 | 34 | 39 |

*Source*: www.uis.unesco.org (http://stats.uis.unesco.org/eng/ReportFolders/Rfview/explorerp.asp).

## Gabon

### Basic statistics — population and education

| Year | Population (in thousands) | | |
|---|---|---|---|
| | Total | Male | Female |
| 2000 | 1 230 | 609 | 621 |

| Year | Gross enrolment ratio (percentage) at primary level | | | Net enrolment ratio (percentage) at primary level | | |
|---|---|---|---|---|---|---|
| | Total | Male | Female | Total | Male | Female |
| 2001/02 | 134 | 135 | 134 | NI | NI | NI |

| Year | Gross enrolment ratio (percentage) at secondary level | | | Net enrolment ratio (percentage) at secondary level | | |
|---|---|---|---|---|---|---|
| | Total | Male | Female | Total | Male | Female |
| 2001/02 | 51[a] | NI | NI | NI | NI | NI |

| Year | Gross enrolment ratio (percentage) at tertiary level | | |
|---|---|---|---|
| | Total | Male | Female |
| 1998/99 | 7 | 9 | 5 |

*Source*: www.uis.unesco.org (http://stats.uis.unesco.org/eng/ReportFolders/Rfview/explorerp.asp).

[a] UNESCO Institute for Statistics estimation.

## Italy

### Basic statistics — population and education

| | Population (in thousands) | | |
|---|---|---|---|
| *Year* | *Total* | *Male* | *Female* |
| 2000 | 57 530 | 27 902 | 29 628 |

| | Gross enrolment ratio (percentage) at primary level | | | Net enrolment ratio (percentage) at primary level | | |
|---|---|---|---|---|---|---|
| *Year* | *Total* | *Male* | *Female* | *Total* | *Male* | *Female* |
| 2001/02 | 101 | 101 | 100 | 100 | 100 | 100 |

| | Gross enrolment ratio (percentage) at secondary level | | | Net enrolment ratio (percentage) at secondary level | | |
|---|---|---|---|---|---|---|
| *Year* | *Total* | *Male* | *Female* | *Total* | *Male* | *Female* |
| 2000/01 | 96 | 97 | 95 | NI | NI | NI |

| | Gross enrolment ratio (percentage) at tertiary level | | |
|---|---|---|---|
| *Year* | *Total* | *Male* | *Female* |
| 2000/01 | 50 | 43 | 57 |

*Source*: www.uis.unesco.org (http://stats.uis.unesco.org/eng/ReportFolders/Rfview/explorerp.asp)

### Promotion of women in science and technology

Following the conference "Women, sciences et biotechnologies" organized by the NGO "Women's Mediterranean Forum" at the UNESCO Turin Centre in 1999, the IPAZIA Network was launched, consisting of women trainers in science and biotechnologies. Since then, 3,200 women from ten countries have been trained. Several round tables on the topic have also been organized in Australia, Burkina Faso and China.

## Lao People's Democratic Republic

### Basic statistics — population and education

| | Population (in thousands) | | |
|---|---|---|---|
| *Year* | *Total* | *Male* | *Female* |
| 2000 | 5 279 | 2 636 | 2 643 |

| Year | Gross enrolment ratio (percentage) at primary level | | | Net enrolment ratio (percentage) at primary level | | |
|---|---|---|---|---|---|---|
| | Total | Male | Female | Total | Male | Female |
| 2001/02 | 115 | 123 | 106 | 83 | 86 | 79 |

| Year | Gross enrolment ratio (percentage) at secondary level | | | Net enrolment ratio (percentage) at secondary level | | |
|---|---|---|---|---|---|---|
| | Total | Male | Female | Total | Male | Female |
| 2001/02 | 41 | 47 | 34 | 31 | 35 | 28 |

| Year | Gross enrolment ratio (percentage) at tertiary level | | |
|---|---|---|---|
| | Total | Male | Female |
| 2001/02 | 4 | 6 | 3 |

*Source*: www.uis.unesco.org (http://stats.uis.unesco.org/eng/ReportFolders/Rfview/explorerp.asp)

## Paraguay

### Basic statistics — population and education

| Year | Population (in thousands) | | |
|---|---|---|---|
| | Total | Male | Female |
| 2000 | 5 496 | 2 772 | 2 725 |

| Year | Gross enrolment ratio (percentage) at primary level | | | Net enrolment ratio (percentage) at primary level | | |
|---|---|---|---|---|---|---|
| | Total | Male | Female | Total | Male | Female |
| 2001/02 | 112[a] | 114[a] | 110[a] | 92[a] | 91[a] | 92[a] |

| Year | Gross enrolment ratio (percentage) at secondary level | | | Net enrolment ratio (percentage) at secondary level | | |
|---|---|---|---|---|---|---|
| | Total | Male | Female | Total | Male | Female |
| 2001/02 | 64 | 63 | 64 | 50[a] | 49[a] | 51[a] |

| Year | Gross enrolment ratio (percentage) at tertiary level | | |
|---|---|---|---|
| | Total | Male | Female |
| 2001/02 | 19 | 16 | 22 |

*Source*: www.uis.unesco.org (http://stats.uis.unesco.org/eng/ReportFolders/Rfview/explorerp.asp)

[a] UNESCO Institute for Statistics estimation.

## Samoa

### Basic statistics — population and education

| | Population (in thousands) | | |
|---|---|---|---|
| Year | Total | Male | Female |
| 2000 | 159 | 83 | 75 |

| | Gross enrolment ratio (percentage) at primary level | | | Net enrolment ratio (percentage) at primary level | | |
|---|---|---|---|---|---|---|
| Year | Total | Male | Female | Total | Male | Female |
| 2001/02 | 103 | 104 | 101 | 95 | 96 | 94 |

| | Gross enrolment ratio (percentage) at secondary level | | | Net enrolment ratio (percentage) at secondary level | | |
|---|---|---|---|---|---|---|
| Year | Total | Male | Female | Total | Male | Female |
| 2001/02 | 75 | 71 | 79 | 61 | 58 | 65 |

| | Gross enrolment ratio (percentage) at tertiary level | | |
|---|---|---|---|
| Year | Total | Male | Female |
| 2001/02 | 7[a] | 7[a] | 6[a] |

*Source*: www.uis.unesco.org (http://stats.uis.unesco.org/eng/ReportFolders/Rfview/explorerp.asp).

[a] UNESCO Institute for Statistics estimation.

## Turkey

### Basic statistics — population and education

| | Population (in thousands) | | |
|---|---|---|---|
| Year | Total | Male | Female |
| 2000 | 66 668 | 33 676 | 32 992 |

| | Gross enrolment ratio (percentage) at primary level | | | Net enrolment ratio (percentage) at primary level | | |
|---|---|---|---|---|---|---|
| Year | Total | Male | Female | Total | Male | Female |
| 2001/02 | 94[a] | 98[a] | 91[a] | 88[a] | 91[a] | 85[a] |

| Year | Gross enrolment ratio (percentage) at secondary level | | | Net enrolment ratio (percentage) at secondary level | | |
|---|---|---|---|---|---|---|
| | Total | Male | Female | Total | Male | Female |
| 2001/02 | 76[a] | 86[a] | 66[a] | NI | NI | NI |

| Year | Gross enrolment ratio (percentage) at tertiary level | | |
|---|---|---|---|
| | Total | Male | Female |
| 2001/02 | 25 | 29 | 21 |

*Source*: www.uis.unesco.org (http://stats.uis.unesco.org/eng/ReportFolders/Rfview/explorerp.asp).

[a] UNESCO Institute for Statistics estimation.